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ABSTRACT

The Faculty Alliance for Education in Newark (New Jersey) is a network of faculty from local universities, a community college, and two high schools, all in the city of Newark, dedicated to improving the opportunities for at-risk youth to achieve a college education and an improved quality of life. It is an initiative of the Newark Educational Partnership, one of 16 collaboratives participating in the Ford Foundation's Urban Partnership Program. The Alliance began with transfer activities in which faculty teams removed barriers and developed agreements that significantly increased the rate of student transfers from Essex Community College to Rutgers University-Newark and the New Jersey Institute of Technology. The second stage expanded interinstitutional relationships by drawing in two local high schools, and the third stage, which is beginning to take shape, includes a closer collaboration with the Newark School District to promote the systemic improvement of high school feeder schools. This study, which involved interviews with 28 Faculty Alliance members, describes how the success of the transfer initiative provided the groundwork for the bridges between high school and college faculty and then how the expanding involvement of the schools broadened the collective vision of student needs. The new expanded mission for reform throughout the entire educational system, from kindergarten through college makes broad collaboration possible. New partners are attracted because of the enduring faculty teams. Broad strengths of the Alliance are recognized as: (1) long term funding; (2) mission as the organizing vehicle; (3) connections to the students; (4) knowledge about the institutions involved; (5) development as a learning organization, and (6) the creation of faculty teams. (SLD)

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NATIONAL CENTER FOR URBAN PARTNERSHIPS

ED 416 282

START WITH THE FACULTY

The Newark Faculty Alliance for Education and Systemic Educational Reform

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START WITH THE FACULTY

The Newark Faculty Alliance for Education and Systemic Educational Reform

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Preface

When the National Center for Urban Partnerships began the Ford Foundation's Urban Partnership Program (UPP) in 1991, we were challenged to identify cities with the potential of building broadbased collaboratives that would become the catalysts for local kindergarten through senior college educational reform. We were looking for cities where educational institutions shared a history of working together and where their leadership expressed a commitment and openness to change.

Despite the enormous problems facing Newark's K-12 system as well as its public two and four-year colleges, the Center was impressed with the efforts of Essex County College and Rutgers-Newark to "start with the faculty" and build inter-institutional, discipline-based faculty teams to deal with the complex issues of improving transfer between the two institutions. We predicted that the Faculty Alliance, a relatively small, faculty-based collaborative effort to increase transfer, could be the core for a more comprehensive K-16 plan leading to cross-sector institutional change and better preparation for all Newark students aspiring to baccalaureate-level work. The Newark Educational Partnership (NEP) was created as one of the 16 UPP sites, and the Faculty Alliance became one of NEP's principal initiatives.

Three years ago, at a meeting of the Faculty Alliance, a Shabazz High School mathematics teacher, frustrated at the inappropriate reading level of a text assigned to his course, voiced his concern. "Why don't we call up the people in Trenton who select them and talk about it?" suggested an English teacher from Essex County College. "Sure," said another Shabazz math teacher. "I'll call tomorrow—it's a local call."

What struck me first about this exchange was that a meeting between faculty from different disciplines and institutions, who had been convened to discuss course articulation between the systems, had

matter-of-factly begun discussing pedagogy and how to address textbook inconsistencies. Something else was happening, too. The self-selected group of faculty had naturally gravitated towards problem-solving and were assuming that they had a joint, group responsibility that extended beyond their individual institutions or disciplines.

The expansion and success of the Faculty Alliance demonstrates that the kind of broadbased comprehensive planning that engages the UPP cities, both supports and is, in turn, supported by this type of strong faculty-driven effort. Dennis McGrath's and William Van Buskirk's excellent study of Newark's Faculty Alliance implies that systemic change is most likely to emerge and endure when solid grassroots support promotes it. Presidents, provosts, and principals may sign enlightened agreements, but agreements are likely to be by-passed or ignored unless faculty buy-in—as they clearly have in Newark—and buying-in takes time.

The study describes how the success of this transfer initiative provided the groundwork for the difficult challenge of building bridges between high school and college faculty and, then, how the expanded involvement with the schools helped to broaden participating faculty's collective vision of student needs. McGrath and Van Buskirk report that the more comprehensive NEP mission encouraged the Faculty Alliance to develop a mentor program that uses college students to advise high school students as well as to create a business and accounting team in response to student needs. The fact that teachers report that their classes are energized and more eager to learn on the days that the mentors are present convinces faculty to commit more fully to this comprehensive approach. This new expanded mission of reform throughout the entire K-16 system provides what McGrath and Van Buskirk define as "a common language and a logic for connection" that makes it possible for people to collaborate "not only with colleagues at other institutions, but also with administrators, staff, parents and service providers."

As the Alliance expands and demonstrates its effectiveness at promoting change and improving student outcomes, it lends credibility to the broader NEP work. This study points out that new partners are attracted to the NEP because of the enduring faculty teams, composed of innovative teachers at all levels. The new, expanded NEP effort to promote educational reform for curricular and class-

room change in Shabazz High School and its feeder schools, an effort aimed at reaching over 9,000 students, is possible to a great extent because of the effectiveness of the Faculty Alliance to date and the critical role it will play in providing professional development opportunities. In the UPP, conversations similar to those in Newark take place regularly in Santa Ana, Rochester, and Queens, among other UPP sites. The moral seems clear. If our cities' educational institutions are to be sufficiently focused and responsive to the needs of our most challenged and challenging students, the faculty must be talking with one another and using a common language to communicate. McGrath and Van Buskirk are good listeners.

Richard A. Donovan
Director, National Center for Urban Partnerships

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Introduction

"Start with the faculty. They need ongoing support and the opportunity to build trust and experience teamwork."

-Lillian Robbins, Rutgers University, Newark

The Faculty Alliance for Education in Newark, New Jersey is a dynamic network of faculty from local universities, a community college, and two high schools, all in the city of Newark, dedicated to improving the opportunities for at-risk youth to achieve a college education and an improved quality of life. It is an interinstitutional effort, drawing faculty from Essex County College (ECC), Rutgers University, Newark (RU-N), New Jersey Institute of Technology (NJIT), Malcolm X Shabazz High School, and Central High School. It currently involves over 50 participants, with faculty working in 5 discipline teams, as well as teams of transfer counselors and mentoring staff from each participating institution.

The Alliance is an initiative of the Newark Educational Partnership, one of sixteen collaboratives participating in the Ford Foundation's Urban Partnership Program. The Alliance has also been supported by the Fund for the Improvement of Postsecondary Education, the American Council on Education, and local funders.

The Alliance serves as an important force for change in the Newark educational scene. It is based on the conviction that effective educational reform at any level must "start with the faculty." This initial decision by the Alliance directors led to the creation of faculty discipline teams in English, mathematics, science, history, and business/accounting. Alliance achievements have demonstrated the critical importance of supporting teachers, offering a powerful model for ongoing faculty development.

Beginning in an effort to coordinate curriculum and promote articulation agreements between the community college and local four-year institutions, the Alliance has continually deepened and broadened its activities. Over the past four years, the Faculty Alliance has reached out to the Newark Public School System in an effort to promote successful student transitions through the entire educational K-16 system. Since 1990, the Newark Faculty Alliance has demonstrated the potential of faculty-led, interinstitutional development efforts to promote educational reform in individual classrooms, as well as more systemic changes in institutional policies and practices in universities, colleges, and school systems. The Faculty Alliance has promoted:

1. **An Enriched Sense of Mission for Faculty**. Involvement in the Faculty Alliance promotes an expanded sense of mission for the participants. Faculty develop a broader sense of what it means to be a teacher and what their disciplines and departments can do to better prepare students. As faculty engage in team activities they expand their focus beyond their individual classroom and develop a greater appreciation of the scope of the educational challenge. This larger vision and an enriched sense of their mission helps to spur them to innovate and transcend the usual ways of doing things.

2. **Standards Without Standardization**. Faculty participants promote high standards of teaching and learning while pursuing diverse solutions tailored to the needs of individual teachers and disciplines. The faculty teams stay close to the classroom experience. This permits them to develop creative approaches and strategies that help a wide variety of teachers and students without being overly prescriptive.

3. **A Connected Curriculum**. The faculty teams continually look across educational levels to develop coordinated curriculum and common teaching practices. They continually raise the question of whether students are learning the right things at the right times. The curricular and pedagogical connections they build support individual teachers at every level and remove roadblocks to the continuing success of students as they move toward the baccalaureate degree.

4. **A Climate for Learning**. Teams focus on classroom climate and the culture of schools. The collaborative helps teachers to see the potential of their students while offering faculty a variety of active learning strategies. The discipline teams promote trust and respect among the faculty and provide opportunities to collegially discuss their innovative efforts. The Alliance also offers students supportive mentoring and tutoring, as well as opportunities for families to become involved in their children's schools.
5. **A Dynamic for Change**. The Alliance has introduced a dynamic for change into the participating Newark institutions. It has drawn together a variety of critical stakeholders, encouraged key institutional representatives to engage in dialogue, and offered resources to support change at every educational level. By crossing institutional boundaries it has built vital connections among faculty, staff, and administrators dedicated to strengthening schools, transforming the way that faculty work, and improving teaching and learning for all students.

The National Center for Urban Partnerships provides leadership and technical assistance aimed at developing and sustaining broad-based partnerships to improve educational outcomes for urban students. Through the Urban Partnership and South Africa Partnership Programs, the Center facilitates collaboration between representatives from education, business, community, and government. The Center publishes information about partnership development electronically through its web site and in print through a range of publications.

The Development of the Faculty Alliance

The Faculty Alliance has developed in three overlapping stages. It began with transfer activities in which faculty teams removed barriers and developed agreements which significantly increased the rate of student transfer from Essex County College to Rutgers-Newark and the New Jersey Institute of Technology. The second stage expanded interinstitutional relationships by drawing in two local high schools: Malcolm X Shabazz and Central High School. The third stage, which is beginning to take shape, includes a closer collaboration with the Newark School District to promote the systemic improvement of high school feeder schools.

TRANSFER BETWEEN ESSEX COUNTY COLLEGE AND RUTGERS-NEWARK

History of difficulty: As early as 1979, the senior administration of Rutgers and Essex had agreed that more should be done to facilitate transfer between their institutions. Both schools are located literally on the same block in downtown Newark, yet student transfer was problematic. While a small number of program-specific articulation agreements existed, students routinely experienced roadblocks and difficulties. In spite of collegial relationships between the president and provost of the two institutions (they had served on many boards together and knew each other quite well) the problem seemed intractable. Sources of resistance were many. Stereotypes (Essex was seen as an "inferior" school; Rutgers as an "ivory tower") pervaded the institutions. The turnover of key administrators at inopportune times, and the lack of involvement of lower level administrators and classroom faculty were identified as undercutting momentum for change. Brenda Grooms, Transfer Counselor at Essex remembers those days.

It was a nightmare. Students would be calling constantly. Courses they thought would be accepted would not transfer. Word got around that Rutgers wouldn't accept certain courses so the students didn't want to take them. A student would come in and I would call up a number at the University and nobody would want to talk to me. They would say "sorry I don't make that decision, why don't you call so-and-so." I'd end up making five phone calls for one situation.

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In 1990, the institutions were awarded a grant from the National Center for Academic Achievement and Transfer of the American Council on Education to facilitate the transfer of Essex students to Rutgers-Newark. This project had the modest intention of establishing a series of faculty conversations about course content and pedagogy in core general education courses to facilitate student transfer and improve the potential for student academic success. However, this early effort has been continually built upon and expanded, leading to a number of inter-institutional faculty teams and a broadened focus on the social and educational needs of students at every educational level.

Planning and Team Building for Articulation

To promote institutional collaboration the project was co-directed by a community college and a university faculty member, Professor David A. Berry of Essex and Dr. Lillian Robbins of Rutgers-Newark. Their initial focus was on the core general education courses in mathematics, English, the natural sciences and history, and they formed teams of faculty from both institutions to discuss the ways in which student transfer in their disciplines could best be achieved. However, the development of this team structure required them to confront several management issues.

Selection and Recruitment: Drawing on their prior experience with faculty development programs, Robbins and Berry knew that the selection of participants would be decisive for the success of the project. Berry saw the task as "getting two people in each discipline from each institution who can talk to each other, who are accessible, and who are respected in their disciplines." Robbins recalled that "we were looking for people who had tenure, but who were not wrapped up in publishing to such an extent that they wouldn't be able to address the issues." Also, because, as they noted, "faculty tend to be oblivious to implementation and administration issues," they decided to include transfer counselors from both institutions.

Structure for open-ended dialogue: "The first meeting of the faculty was pretty grim. They all stayed together in their departmental and institutional groupings. It felt like a college mixer with the boys on one side and the girls on the other." As a result of this inauspicious beginning, the directors decided that a minimal structure was necessary to promote collegiality. Robbins and Berry provided a set

of questions for the teams to address that would help them review issues of curricular alignment and compare courses taught at both schools by looking at syllabi, examinations, course readings, and written assignments.

This loose structure was designed to set the stage for further inquiry into underlying problems. David Berry stressed "we were not going to tell them what to look for or what to find. We assumed that the solutions lay with them not us. We could not know what they would find." The project directors wanted to prevent institutional boundaries and old stereotypes from getting in the way of genuine inquiry into transfer issues. They sought to create an egalitarian atmosphere where individuals would identify less and less with their roles or their institutions, and more and more with their common disciplines and the task at hand.

Robbins and Berry provided the direction appropriate to a collegial effort. Individual teams met regularly on their own schedules and then reported to each other at the beginning and end of each semester at plenary sessions. These large meetings gave each team a sense of "being connected to a greater enterprise" while also providing a forum where members could learn from one another about what was working. The directors kept in touch with all the teams, operating in a consultative fashion. "We would run into somebody in the hall and would ask them how it was going or they would have a question for us. It was all very informal, but it helped that we knew the players so well and had good rapport."

Leadership: Finally, the leadership in the teams was left to emerge as the discussions progressed. Berry and Robbins did not specify leaders for the teams. This "hierarchical approach" was deemed unnecessary because of the quality of people they selected. "Over the years we have continued to function in this way, even though the teams have grown." This allowed the teams to be flexible. Often institutional events such as sabbaticals or departmental demands would force one of the de facto leaders to become less active. In most cases, another member of the team took the lead so that "over time the teams are able to be pretty self- sufficient."

SUCCESS OF THE FACULTY DIALOGUES

The disciplinary teams and the flexible facilitative structure set up by the Alliance's leaders had the hoped for effects. A strong sense of collegiality grew among the faculty as they searched for the roots of the transfer problem. Conversation in the History and Science teams was straightforward. As they shared syllabi and discussed pedagogical questions, they discovered that few ECC students transferred in their disciplines. This led the teams to search for ways to encourage students at Essex to expand their sense of possibility and to pursue academic interests.

The more serious obstacles emerged in English and Mathematics, where proficiency tests are administered to incoming transfer students to determine their course placement at Rutgers. These tests produced strong feelings in both students and faculty as Essex students frequently failed them. There was considerable anger by Essex students who often took courses identical to Rutgers Freshman and Sophomore offerings. Increasingly, Rutgers was seen as an "ivory tower" with little feeling for the lives of urban students while, on their part, Rutgers faculty doubted the capacity of Essex students and the quality of the courses taken.

Joint inquiry into these issues revealed how peculiar the situation was, since many Essex faculty taught the very same math courses at Rutgers (as adjuncts) as they did at their home institutions, often using the same textbooks and exams, yet their students were not passing the Rutgers proficiency test. However, the conversations between Essex and Rutgers faculty helped to identify the source of the problem and develop a solution. The breakthrough came when faculty identified the timing of the exam as critical, since many Essex students did not take the proficiency test until several semesters after they completed their core courses. A member of the math team recalls:

Someone said, "well, if Rutgers students had to pass an exam two years after taking a course, a lot of them wouldn't pass either." This made sense to people, so we moved the exam back to the end of the first year math course at Essex and students started passing it. This led to a substantial increase in acceptances and a trust in the Rutgers faculty that quality education was going on over there at Essex. Eventually the exam was waived and Essex students were given credit for Essex math courses.

The English team took a somewhat different route to improve transfer. Here the problem for Essex students was writing. Those who couldn't pass the proficiency test had to re-take the English Composition courses for freshmen and sophomores. This caused resentment among students who thought they had completed these courses at Essex. However, members of the English team came to better understand the contours of the problem as they began to read and grade one another's student papers. They found that students at both institutions often needed considerable help with writing, yet only Essex students would have to take the remedial courses. The answer to this problem was to institute a new course in expository writing which could be offered to all students at Rutgers, and which avoided the stigma of remedial or repeat courses. The new course, which does not require repeating the composition sequence already taken at the community college, was positively received by students. The process of developing the new course also brought the faculty into closer collaboration as they used the opportunity to collegially reexamine their approaches to writing instruction.

JOINT AGREEMENTS AND INTERSEGMENTAL CHANGE

Problem finding and problem solving activities of the faculty teams began a sequence of changes that affected many levels within member institutions. The expanded faculty conversations (as NJIT faculty joined the discipline teams) led to a heightened awareness of student transfer issues. Teachers began to cross institutional boundaries, develop new connections, and identify areas of common interest and concern. One striking example of this was the math team that developed a faculty exchange program between Essex and Rutgers-Newark. A senior RU-N faculty member has taught a section of College Algebra at ECC (as part of his Rutgers assignment) and, in exchange, an ECC math faculty member has taught a section of College Algebra at RU-N (as part of his ECC assignment).

The increasingly close collaboration among faculty produced a breakthrough in institutional relations that senior administrators had never been able to achieve. This was signaled by the signing of a Joint Admission Agreement between ECC and RU-N in 1993. A separate agreement was also negotiated between Essex County College and the New Jersey Institute of Technology. Under this agreement any graduate of Essex who is a first time student (who

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entered ECC from high school) with a 3.0 GPA and who is transferring in the same discipline, can automatically be accepted as a junior into one of the four-year institutions in the city.

This policy, and the new level of interinstitutional cooperation have made a considerable difference to Essex students. Essex is now the single largest source of transfer students for Rutgers-Newark and the second largest for NJIT. The number of transfers from ECC to RU-N has increased steadily since the development of the Faculty Alliance. In 1991-92 there were a total of 96 transfers, while the years 1992-1993, 1993-1994, and 1994-1995 saw transfers climb to 131, 132, and 146, respectively. By 1995-1996 transfer had increased to 171 students. Initial research shows that not only do more students now transfer, but they perform on a par with four year students. As Brenda Grooms notes:

About 90% to 95% of our students maintain their grades. In the first semester some drop about a grade point. I call this transfer shock, but then when you move from one institution to another you have to get used to the new school and it levels out. After that first semester they go right back up to where they were.

What we like to brag about is that in last year's Rutger's graduating class the number one, number three and number eleven students were all Essex graduates. They were joint admit students who might not have gotten in years ago... the number one student was a Biology major with a 4.0 GPA.

Underlying these results are significant changes in interinstitutional relationships. The Joint Agreement calls for an implementation committee composed of faculty and administrators. The committee facilitates responses to the inevitable curricular and policy changes, as well as the myriad situations, exceptions and unanticipated difficulties that beset students moving between institutions. Including transfer counselors on the implementation committee, and as members of the Faculty Alliance, has drawn them into the mission of the Alliance, and has helped them make more consistent and better informed recommendations to the students they advise. An Essex transfer counselor describes her experience:

The reason we can track so many of our students is because transfer counselors are part of the Alliance. I know Elizabeth Taylor and Barbara Moore, the coordinators at Rutgers. We are on the same team. We meet as a team. So we meet together and talk about students and the situations that come up.

This sense of teamwork enables the transfer counselors to work across institutional barriers and to take the initiative to cut through red tape in the interest of students. All counselors say that membership in the Alliance has had a key impact in how they see their jobs.

We are advocates for students now. We know what we're supposed to be doing. So when a situation comes up it is a problem to be solved and we get together to see what can be done. We make our own decisions a lot more than we used to.

This increased sense of empowerment is most important when it comes to implementing the Joint Admission Agreement. Counselors actively track Essex students through their collegiate experience, making sure that they are aware of the requirements of the agreement. "I give them a sheet of what courses to take and when they're graduating they come back to me and I collect the high school transcript, college transcript and Rutgers application. I check it all out and walk it over and the students get a letter in the mail, 'congratulations come in and register!'"

Counselors have taken the spirit of the agreement as a guide for much of the rest of their work. For example, many students do not fit neatly within the constraints of the Joint Agreement. Most Essex students do not enroll immediately after high school, nor do they always have the grades or the precise course patterns to qualify. Yet many of these are capable students with the ability to continue their education. Counselors from both institutions, working informally as a team, have recruited admissions personnel from Rutgers to work on an "instant decision day."

On instant decision day, the Rutgers' transfer counselors came over here. They brought the admissions counselors with them and I collected fifty student records for them to consider. These were students who don't fit strictly within the Joint Agreement.... I gave them offices. We had transcripts and applications ready. Forty nine of them were accepted on the spot!...

The counselors emphasized the growing sense of trust between their offices which make events like decision day possible. This pervasive growth of trust appears also in the area of curriculum and departmental requirements. Agreements need to be updated as curricula change. In the Alliance, the transfer counselors do not wait for changes to occur. Rutgers counselors routinely call Essex to alert

them to prospective changes. This gives Essex the chance to adjust curricula and specific course offerings along with its partner institution.

When the Rutgers staff are informed of a possible change in curricula, they immediately call us. This allows us to go to the department chair in question and say "Rutgers is thinking about changing this. How does that effect us?"... Sometimes I can go right back to the curriculum evaluator at Rutgers and we can work out a policy in advance.

Counselors notice that increased trust between the institutions has created a willingness at Rutgers to send their students to ECC in the event that they need basic requirements no longer available. "When a student needs a lab course at night... Rutgers no longer offers them. So they send their students over here." As interinstitutional ties have become stronger, counselors can help students make use of the resources of both institutions.

Experience with transfer between the two institutions has also influenced the way in which ECC transfer counselors manage agreements with other institutions. Through their experience in Newark, they have learned that the most powerful agreements are specific to programs.

Program to program agreements are the only ones that work. You can make 25 agreements a year on paper but the students would run into all kinds of problems when they try to transfer. Our students take programs, not courses, because they are so concerned with transfer.

Experience with programs that work has made the coordinator at ECC unwilling to sign agreements that don't make sense for students. In the process the transfer team members have begun to see themselves as active advocates for students.

One Catholic institution has 18 credits of Religion. They won't budge off of this requirement. After graduating our students still need 70 to 80 credits to graduate. No. I won't sign it. I refuse.

Finally, the role of the transfer team has extended to the local partner high schools. Counselors are working with the chairs of the Accounting departments at the high schools, the community college and the university to draft a course for which credit will be granted at each institution. The team is central in this role to make sure that the credits are accepted at each insitution.

REACHING OUT TO THE HIGH SCHOOLS

In 1993, in part because of their successful work on transfer issues, the Ford Foundation extended an invitation to Newark to join the Urban Partnership Program, a 16 city national effort to improve the educational success of underserved urban students. The directors and members of the Faculty Alliance saw participation in the national effort as a logical extension of their attempts to promote collaboration and improve student success. Connections were further strengthened when Dr. John Seabrook of Essex, who had been working closely with the Alliance, was named director of the Newark Educational Partnership. The establishment of the Partnership built on the earlier work by broadening contacts among faculty and administrators. It drew in as additional institutional partners Communities in Schools (formerly Cities in Schools), as well as Montclair State University, the University of Medicine and Dentistry of New Jersey, the Essex County Urban League and two high schools, Central and Malcolm X Shabazz.

Involvement in the Newark Educational Partnership helped the members of the Faculty Alliance place their work in a larger context. They began to move beyond the earlier focus on transfer from community college to four-year schools to identify ways to help students at every transition point of the K-16 educational system. This perspective is consistent with the interests of the institutions active in this project. The President of Essex County College, Dr. A. Zachary Yamba, spoke to this issue in an interview.

Our future is tied to the city schools, not just the colleges. Five of the ten lowest performing high school districts in New Jersey are our feeder districts. We have to cope with this, and not passively. We should reach out.

Despite support from senior administration, the Faculty Alliance had a challenge in connecting with the high schools. Malcolm X Shabazz was selected as the focus of the group's efforts during the first year. In addition to having been a partner of Essex in previous activities, the school demonstrated a clear need for support. It is located in a very poor, decaying section of Newark. Many families are transient and some students are homeless. Drugs and teen pregnancy are commonplace. There is a 55 percent drop-out and turnover rate, and many students fail to graduate. But the school also has many strengths as well, including a dedicated

faculty and a strong and active principal, Mary Bennett. At Shabazz, Ms. Bennett has worked to create an orderly and secure environment, and she has tried to attract as many resources as possible for the students.

The Faculty Alliance proceeded as they had during the transfer initiative, utilizing faculty to faculty contact in their disciplines. After some initial, unsuccessful attempts, the college faculty developed individual contacts with interested high school colleagues and Shabazz faculty members were added to each of the faculty teams. Soon the teams also made contact with faculty at Central High School, which is located across from the Rutgers-Newark campus, and adjacent to NJIT and ECC. This helped to further diversify the discipline teams and expand the intersegmental nature of the work.

The UPP concern to promote successful student transitions throughout the entire educational K-16 system and the involvement with high schools also helped broaden the Faculty Alliance's vision of student needs. A new business and accounting team was formed in response to student interest, and a mentoring program was also developed. In 1995 the directors of the Faculty Alliance successfully submitted a grant to the Fund for the Improvement of Postsecondary Education (FIPSE) to develop interinstitutional "learning communities" among faculty and students. This grant provided additional resources to assist faculty in the core disciplines of English, history, mathematics, and science to continue their efforts at curriculum alignment and the development of effective classroom practices. It also supported the new mentoring/learning community initiative directed by Patricia Bender of Rutgers which involves students from each of the higher education institutions serving as peer mentors in the high schools, working with faculty on each of the teams.

These collaborations have produced an explosion of activities within the high schools. The math team decided to focus on breaking down student fear of mathematics by providing them with problem-solving activities they could pursue in a relaxed, collaborative setting. The "Pizza and Problem Solving" program brings high school and college students together with faculty each week at one of the Newark campuses to socialize, work on math problems and eat pizza. Activities have included a scavenger hunt around campus where problems are solved at each stop, and a tower

building exercise in which students derive Pascal's Triangle. The college students work with the high school students in small groups. Because the problems require creative thinking as much as conventional knowledge of math, the high school students (to their delight) often solve them before the college students.

Our first day we went there, we had a scavenger hunt and they had us paired with a college guy. All he knew is the places to go...We'd be like, "why are you multiplying wrong? You're in college." And he'd be like, "I don't know this."

Student participants in the "Math and Pizza" sessions report a number of benefits. Meeting on campus helps demythologize college life, and students begin to feel that they belong there. They frequently comment that the college students "look just like us." The math problems are fun, and the collaborative group work boosts confidence and encourages interaction that broadens students' horizons. As they become comfortable and confident with math in a college setting, students begin to see college as a possibility.

It feels good to be inside of a college and really going to college... it makes you feel important...doing college things...makes me feel big. I'm with some older people...it also helps you with your math class too...I know because my grades came up a lot...went from an "F" to a "B".

The science team has also developed creative and interactive ways to present science. One approach involves a peer demonstration of experiments by high school students. The experiments are first demonstrated at a university campus by a college student under the supervision of a professor from the team. Students then return to their high schools and repeat the experiments for their classmates under the supervision of the high school science faculty. Students report that the experience gives them a chance to "be a teacher" back at their own schools, and it generated so much interest that the school day at the high school had to be restructured so that twice as many students could participate in the class.

The business team has tried to help students learn about professional opportunities and overcome the alienation from the business world that often persists in the inner city. Team member Alex Sannella from Rutgers University describes the problem from his experience:

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...being an inner city kid myself, I know that you can develop a very negative attitude toward corporations. When you don't have the resources you look to see who has them and then they become the enemy. You don't really nurture a positive attitude toward corporate America. So I thought one way to do it was to get these kids out to some corporations.

The business team has actively sought out linkages between the business community and the high school students. Two of the most interesting are internships at Deloitte&Touche and a business law course offered at Rutgers-Newark.

The Deloitte connection began with a "Take your Community to Work Day" visit to the company's local office, where the students worked on a management consulting exercise, toured the Hilton Hotel, and heard an address from the mayor of Newark. The managing partner was so impressed by the students that the company decided to sponsor four internships for the Shabazz students, which was later doubled to eight. Working with faculty from the Alliance schools, Deloitte managers designed an internship that pays students $250 a week for four weeks, provides a clothing allowance (so that students can buy "business" clothing) and gives each student a $1000 savings bond. The Alliance pays their commuting expenses and supports the faculty involved in the program.

Dr. Sannella also negotiated with Rutgers to have the university waive tuition and fees for ten Shabazz students to enroll in a Saturday Business Law class that was taught by another member of the Business/Accounting Team. The high school students are selected by their teachers and they take the course along with Rutgers undergraduates and earn three university credits. An initial meeting was arranged with the students and their families.

We had a kind of ceremony where we handed out the books and had students stand for a round of applause. We showed them the classroom as well as the professor's office and explained that this was not a high school course...nine of the ten students passed the course and earned college credit.

The efforts of the business team have had a profound impact at Shabazz. Interest in accounting has increased considerably among the students, even though it is not a required subject. One faculty member noted, "I saw that the high school students began to

carry their business law books around like a varsity letter." Applications are up for the Deloitte&Touche internships, and this year thirty-five students applied for the ten places in the Business Law course.

The English and History teams are also active in the high schools. The History team has conducted a bus tour of the city to familiarize students with local history and has prepared students to conduct oral histories of the 1967 Newark riots. The English team has engaged the advanced Junior English class at Shabazz in poetry. A Rutgers professor brought a poet to the classroom to give a reading and interested students were encouraged to write poems and share them. Building on student interest, the Alliance faculty helped the students publish a book of poems and involved them in producing a TV show where students performed their work. The TV tape was shown throughout the school and at Faculty Alliance events. Student poets (often rappers) became mini-celebrities. A star football player turned poet/rapper began to sensitize the faculty to how such events might change the culture of the high school. In the words of one faculty member:

It used to be that the athletes would have nothing to do with academics, especially something like poetry. Now we see one of our stars up there on the screen. Maybe we can learn from this...things like the video can really teach people about kids in Newark, that they are just the same as kids everywhere. They are curious, interested, and excited about learning when it makes sense to them.

The mentoring/learning community effort has also forged important connections among the colleges, the high schools, and Communities in Schools. The three higher education institutions, in coordination with Communities in Schools, provide over 60 students each semester for tutoring/mentoring activities in the high schools. College students provide afterschool tutoring at Central High School, while another group of tutor/mentors assist in English classes at Shabazz. College students come to classes taught by Alliance member each week to help individual students with their writing and assist the faculty with group activities. Students and teachers report that the college students "make the high school students feel special," give them contact with college, and allow them to get to know a college student as a human being. Teachers note that on the days the mentors visit, their classes are energized.

...the professors from NJIT and Rutgers bring young college students who are willing to interact with our students...my kids wait for them, they look forward to having them come.

Benefits from mentoring flow both ways. The mentoring program gives some college students the opportunity to return to their own high schools, while others use the experience to explore their interest in teaching or social service careers. The college students enjoy their contact with the high school students, and appreciate the opportunity to affect their lives. One student mentor working at Shabazz noted, "I've learned how many people care and want these kids to succeed."

Feeder Pattern School Reform

Incorporating high school faculty into discipline teams and working with two high schools has helped broaden the focus of the Alliance to the needs of students and faculty throughout the educational system. The Newark Educational Partnership is now embarking on a new stage in which it will attempt to promote educational reform in a larger segment of the K-16 system. In Fall 1997, it will begin collaborating with the public schools on a much larger scale, extending their intersegmental links to the elementary and middle schools that "feed" Shabazz. This work is supported by a planning grant from the Ford Foundation that the Newark Educational Partnership received in the summer of 1997. This new effort involves designing a comprehensive program of curricular and classroom change for Shabazz High School and its feeder middle and elementary schools which involves over 9,000 students. Working in collaboration with the Newark Public Schools State Superintendent, system administrators, school faculty, parents, and students, this project will evaluate new curricular approaches in mathematics, reading and writing, science, and classroom management. The goal is to select those which have demonstrated success in settings similar to Newark, and develop a schedule for their introduction in the Cluster schools, covering grades K-5, 6-8, and 9-12, over a two year period. The Faculty Alliance will play a critical role, especially by providing professional development for faculty. The Alliance has already laid the groundwork for this larger effort by reviewing selected public school curricula in science, math, and English. Members of the Alliance have also conducted several summer professional development workshops for high school faculty.

DISCIPLINE TEAMS AND THE REVITALIZATION OF THE FACULTY

The decision to "start with the faculty" and the creation of discipline teams has had a profound effect on faculty at each of the participating institutions. The Faculty Alliance has served as both a stimulus and a continuing support for change, helping faculty to reengage with their disciplines, experiment with new pedagogical approaches, and develop a deeper understanding of their students and the educational challenges at each institution.

The Alliance has created a setting where faculty can provide mutual support and share ideas with one another. All of the participants that we interviewed stressed the trust and respect they feel from their colleagues, how long-perceived barriers between community college, high school, and university teachers have been broken down. One long-time community college faculty participant, in reflecting on his experience noted:

We've been accepted by the faculty at Rutgers as being capable people, people with ideas that they would listen to.

A Rutgers University member of the same team echoed his colleagues experience:

We want to hear what they have to say. Its very important to us. We don't know the answers. I think that's the key. And the more that we share ideas with one another, the closer we come to finding out a little bit of what the answer is.

A community college science faculty member spoke of what he learned through his work with high school colleagues on his team:

I've gained a lot of respect for what the high school faculty face...the constraints. I realize that they do a remarkable job...and the students, they were motivated, eager to learn...

Another long-time participant described how the process of sharing classroom assignments and developing small-group activities has helped all the team members come to better understand one another and appreciate their teaching challenges.

We've gained respect for what each of us has to do, for what each school has accomplished. I've learned to respect what the high school faculty accomplish... I think mutual respect has been built through all the levels—the high school, the community college, and the universities.

The deep sense of personal support and acknowledgment that this produces in teachers encourages them to more deeply engage their students. As team members learn more about their students they become more invested in their success and come to share the belief that all students can succeed. As one of the community college math faculty put it:

We want to interest kids, particularly the high school kids, in seeing that college is a possibility...if we can get kids interested in college as an option, and math as a possibility of spending their lives, then we're doing the right things.

This emphasis on the success of students has produced a profound sense of revitalization in many teachers, and has encouraged a more reflective approach to their craft. A high school faculty member, who has been a member of the English team for several years, described the experience of many of her colleagues:

It's exhilarating, such a breath of fresh air. Its a validation for me and a new perspective for the students who seê other adults come in and also want to discuss with them what they're reading...it gets us away from teaching to tests, and it shows the students that learning can actually be a wonderful ride.

Another high school team member reflected on the ways in which participation in the Business team has benefitted her and her students.

I teach in the Burger King Academy at Shabazz...my goal in being part of the Alliance is to pique my students' interest and get them involved in the learning experience...there are so many things going on in the lives of our students that could keep them from staying in school...the task is to make their lives filled with positive experiences.

Involvement in the Faculty Alliance has encouraged experimentation in the classroom as teachers have adopted more active approaches to student learning and worked to align curricula among high school, community college, and university programs. Interviews with individual faculty members and participation in team meetings offer many examples of innovative teaching approaches, course redesigns, new curricula, and continuous experimentation with group assignments and collaborative student activities. The "Pizza and Problem-Solving" groups are an excellent example of innovations in teaching

and learning. As they worked with the students, the faculty came to understand the types of problems that would interest and engage the students.

The problems we give them are mathematical in the sense that there's not a structure that they have to know before they approach the problem. It really lets them see that they have the capability of thinking through these types of things...at one point we tried to give them the usual structured problems and it fell apart completely. So we said, "no, this isn't where we want to go with the students..."

An innovative, active approach to teaching and learning cuts across all the faculty teams. We found the same careful attention to constructing assignments and activities that would stimulate student thought in all the team discussions. There is substantial agreement that a powerful way to develop student abilities is by designing collaborative learning experiences and group assignments, hands-on experiments, and long-term research projects. An Essex County English professor described her work with high school colleagues:

We showed the high school students the movie "Glory," and that gave them a common topic to talk about and to begin writing about...we established a dialogue with the students...then they came down to Rutgers and here at Essex so we could show them how to use the library facilities to continue their research.

A member of the Science team talked about how his conversations with colleagues has helped him to rethink his approach to his college courses and what has to be done in the earlier grades.

Kids don't get enough science exposure in the earlier grades. They learn science from a textbook, it's no wonder they don't enjoy it. Science is easy to adapt to hands-on activities since it is created from experimentation...you just have to be creative enough and willing enough to work with it.

An active member of the math team made a similar point about her discipline.

Everyone seems to point their finger at the curriculum. But my impression is that the curriculum has so little to do with the performance of the students. I think the presentation is the problem, teachers don't make it interesting...by the time kids are in high school they've decided that they don't like math.

The experience of collaboration has also created new expectations and sense of mission by the faculty as instructors have taken on new responsibilities and altered their roles both within and outside the classroom. Team members have come to see that if they are to be successful with their students they must reach across the educational system and develop common approaches at every level.

A high school faculty member gives a sense of how new pedagogical approaches raise expectations of further student improvement.

We wrote and we wrote and we wrote, and I gave them as many positive writing experiences as they could have. I'm proud when I see their scores on the High School Proficiency Test. But I tell them that the HSPT is the minimum that is expected...what about creativity...the students and I were able to put together a literary journal with the help of a student at Rutgers.

Several members of the math team talked about future plans to build on their work with students.

We intend to have a family math night at the high school, maybe during a parents conference. We'll tell them, bring your other kids, we'll do some fun math activities. Because now the parents are giving their kids the impression that math is not something that you can enjoy...we have to get into the family and let them see one good math experience.

Many of the faculty spoke of their ever expanding sense of what they can achieve, and of how their participation has helped them become the "kind of teacher I always wanted to be." Almost every faculty member we interviewed emphasized the intrinsic value of participation, how it has helped them to become a better teacher and enlarged their sense of what can be accomplished.

...this is not a career move to be part of the Alliance...the stipend is not significant at all. These are people who are serious...not being able to do anything for the students beyond your own classroom is frustrating

A long time member of the Science team described at length what his participation in the Alliance has meant for him and his colleagues.

People are driven by a desire to really do something in the lives of kids. We're in it for results...because we recognize a need. We entered because we see a way that we can improve the performance of our students, the educational environment of our students, and

it seems as though those instructors who love to teach see it as an opportunity to get in there and make a difference. You know, let's be for real, we ask each other "what are the problems as you see them?" We're all equals and we all approach a given issue that way, as equals. And that is an accomplishment...Our focus now is to reach down to lower and lower grade levels and bridge the level of preparation all the way up.

CHALLENGES TO THE FACULTY ALLIANCE

In spite of its accomplishments, leaders in the Alliance are aware of its many continuing challenges. The mission itself, the reform of the K-16 educational pipeline in Newark, keeps the magnitude of all that's left undone squarely before their eyes. Foremost are the remaining institutional barriers at every level. Alliance members are themselves affected by such things as university reward systems that penalize faculty for community involvement, the tendency of high school teachers to become burned out, and the surrounding community that has not learned the value of education to the future well-being of its sons and daughters. Almost all of our respondents note the effort it takes to balance their institutional commitments with the call of the Alliance and its mission. Everyone from student mentors studying for exams to the co-directors who combine teaching with program responsibilities must balance these pressures.

Even where the Alliance has been most successful, there is still significant work to be done. Perhaps the great challenge is finding ways to become more fully involved in the public school system so as to affect the quality of teaching and learning in the average classroom. By most measures Newark is one of the most disadvantaged cities in the nation. Median household income is only half that of New Jersey as a whole, and almost forty percent of its children live below the poverty level. For decades, the school system has ranked among the lowest in student performance on standardized tests.

As difficult as it has been to support the Shabazz and Central High School faculty, the Alliance faces an even greater test as it begins to work with the feeder schools where teachers have weaker disciplinary ties and classroom management presents greater problems. As the Alliance expands its mission it must not only find new resources but must confront new issues. Strengthening writ-

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ing, reading, and mathematics practices in large numbers of public school classrooms will stretch the capacities of all the faculty teams.

Finally, there is a challenge to the morale of the group. The sheer magnitude of the problems they have chosen to face are severe. The Alliance needs to find ways to sustain the morale of the faculty, avoid the ever present danger of burnout, and enhance the sense of meaning and purpose that members realize from their participation.

RESPONSES TO THE CHALLENGES

The challenges sketched above are strategic in nature. That is, they will not yield to discrete actions, but require long term initiatives over time. Leaders see themselves as nurturing the creativity and effectiveness of the Faculty Alliance through three major approaches: (1) enhancing the mission of the Alliance in the eyes of its members; (2) building collaborations that tie the Alliance more securely into the institutional supports available in Newark; and (3) continually strengthening the network of affiliation among present members.

Envisioning the Alliance: Enhancing the mission of the Alliance involves continually managing the tension between small-scale initiatives and the larger goals of the collaborative. As David Berry puts it, "working at the long run and the short run at the same time."

You have to work at the long run and the short run. You have to keep a picture out in front of folks about where we are going. But you can't be too far out in front or you'll lose credibility.

Short term management involves staying close to the day-to-day activities of the teams. David Berry and Lillian Robbins work closely with the teams without overly directing them, frequently emphasizing that they could have never predicted many of the team's most creative initiatives. The vitality of faculty efforts must be respected. Yet this approach is not a simple laissez faire management strategy. Teams are often "nudged" to consider how to overcome barriers and difficulties that they discover. For example, the English team is encouraged to talk to their high school colleagues about introducing more writing into the classroom, since that is one of the most important difficulties experienced at all levels. By promoting "standards without standardization" and providing a context for change, the Alliance permits team members operating

"close to the ground" to make their own determinations about how much and where to push the limits they experience. They value their collaboration with teachers at other institutions and realize that these relationships take time to develop. Hence, the Alliance lives with a tension, that many think is a healthy one, between a drive for systemic change and the need to build relationships and connections on which future change will be based. John Seabrook says that the key is that the mission of K-16 systemic reform be kept front and center in all discussions.

The goal of a seamless K-16 educational system that serves all our children...that has to be the goal for us. That is what we have to keep in mind.

This presents the Alliance with the challenge of keeping the mission vivid in the minds of its members. In interviews, many of the higher education faculty report that they are sometimes overwhelmed by the immensity of the problems confronting Newark's high school students.

Many of the students are homeless...Many of the kids are missing both parents. Violent death, accidental death, all kinds of premature death...Orphans, kids are hungry, the temptations of the street. All of this, these are fundamental problems... You walk into a classroom ready to deal with lofty ideas and there's a student who's thinking, "how am I going to eat?"

Given these realities, it is easy to become dispirited. As one faculty member put it, "how can we maintain a credible vision given the smallness of our efforts and the vastness of the problems?"

The Alliance leadership works hard to broaden the focus of members beyond their own day-to-day tasks. The K-16 reform mission is itself as much a symbol of the group's intentions as an explicit operational goal. It provides a kind of compass that people can use to orient themselves when they begin to get lost in the details of their projects. The mission reminds people that they are part of something larger, a coordinated effort in the Newark schools and, through participation in the Urban Partnership Program, in cities throughout the country. This sense of connection to something larger was mentioned often as a powerful antidote to frustration and despair. As one faculty member noted:

It's good to get a sense of the whole. The plenary sessions are really good for morale. I'd like to know more about what's going on in other cities. Anything that gets you out of the day-to-day and connects you to the big picture helps.

The plenary sessions, held four times a year, are important for keeping the mission vivid in the minds of participants. The agenda varies to maintain the motivation of the participants and to meet the needs of the faculty teams. At a typical plenary, student mentors related their experience, math puzzles from "Pizza and Problem-Solving" were passed out, and videos of student poetry readings were shown. Experiments of the science team were described and the other teams outlined their future plans. At these sessions all the faculty can feel the totality of their impact on students at every level and their connection to colleagues at other institutions.

The group also benefits from a sense of connection to the Ford Foundation's Urban Partnership Program. Members attend national meetings where they can see their activities against the backdrop of the larger picture of urban education reform. They meet people like themselves working in other cities. Often others request information and advice from the group, and the Alliance invites speakers to Newark.

Expanding the Alliance: Another important support is the connections that are continually being made with new partners. The Newark Educational Partnership serves a vital role by brokering relationships and adding new institutional partners. Besides the obvious benefits to morale—a growing collaboration is a symbol of vitality to its members—an expanding partnership is necessary to support the Alliance's mission of reaching all levels of the educational system. Leaders spend considerable time reaching out to city government, the school district, local foundations, and community-based organizations.

A vibrant Faculty Alliance, composed of innovative teachers at all levels of the system, is also a valuable resource in attracting new partners. It becomes a rallying point for grassroots educational reform. Perhaps most promising is the new effort to reform the entire Shabazz High School feeder school pattern. This work will connect the Alliance, and the Newark Educational Partnership, much more closely with the school district and a variety of local service providers. If successful, this initiative can guide efforts in the

district's other feeder patterns, serving as a powerful model for systemic educational reform.

Strengthening Ties within the Alliance: Developing formal relationships with new institutional partners is only the first step in successful collaboration, since, as new issues arise, many new connections are needed. The Alliance depends on vital connections up and down the hierarchies and across the institutional boundaries of multiple institutions. For example, early in the Alliance's history, complexities in administering the new transfer agreements required the creation of an implementation committee to assist the transfer counselors from the three higher education institutions. Later, the need for tutors to work in the high school spurred the inclusion of additional staff from all three schools. Recently meetings of department chairs from all member institutions have been held to consider issues of mutual concern. These examples demonstrate that the Alliance is strengthened not just through expansion, but through continual networking among current members. The Alliance provides a context in which members learn how to build more extensive and more sophisticated networks of support among their schools. These activities knit the institutions more tightly together, help members better understand their differing organizational realities, and thereby develop a greater collective capacity for action.

CONCLUSION: BROAD STRENGTHS OF THE ALLIANCE

In reviewing the organizational structure, leadership and operations of the Alliance, a number of factors can be identified that contribute to its vitality and its capacity to serve as a force for urban educational reform. These include: (1) long term funding from the Ford Foundation; (2) the K-16 reform mission as an organizing vehicle; (3) connection to the students as a motivator for participants; (4) widespread knowledge of the strengths and needs of member institutions; (5) promoting a learning organization; and (6) the development of faculty teams.

1. **Long term funding:** While the Alliance began by addressing discrete articulation issues, it has developed a long term focus on educational reform. This is one of the features that makes the Faculty Alliance such a powerful model of faculty development. The long term focus is supported, in part, by the Ford Foundation's ten

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year commitment of funding to the Newark Educational Partnership. Instead of living from grant to grant and responding to the ever changing priorities of grantmakers, the group has developed a deep sense of responsibility for education in Newark. This has allowed the mission of the Foundation's Urban Partnership Program to fuse with the mission of the Alliance. Indeed, it has spurred the faculty teams to seek out new tasks at earlier levels of the educational system as they experience success with previous challenges. The certainty of base funding provided by the Ford Foundation's commitment has also made it easier to seek other grants and to integrate new funding streams into a common vision of the organization's mission. The FIPSE grant has added an important component to the Alliance's work, and the new efforts in the Shabazz feeder pattern will require additional funding partners.

2. **Mission as Organizing Vehicle**: The mission of systemic reform throughout the entire K-16 system serves as a vehicle for people interested in educational reform to come together. It provides a common language and a logic for connection. This permits higher education faculty who have a primary identification with their disciplines to collaborate not only with colleagues at other institutions, but also with administrators, staff, parents, and service providers.
3. **Connection to the Students**: By maintaining a focus on teaching and learning in the classroom, the Alliance has helped faculty better understand their students. Teachers come to know their students as individuals and better appreciate their lives both within and outside the classroom. College faculty frequently reported being shocked by the degree of violence and privation that students have to deal with on a routine basis. Rather than discouraging involvement, though, this experience motivates the Alliance members to persist. Their growing awareness of the struggles and difficulties that their students face has produced greater commitment among the faculty and a determination to see their students succeed.
4. **Knowledge about Institutions**: Interinstitutional faculty collaboration is usually limited by the different organizational cultures of the participating schools. For this reason it is often difficult to initiate collegial conversations among community college and university faculty, or higher education and public school teachers. However, the Alliance has promoted the types of frequent interactions

and honest conversations that have given members a realistic understanding of the contributions and constraints of partnering institutions. There was widespread agreement among the faculty that we interviewed that the understanding they have gained of one another's teaching situations has promoted the work of the teams and facilitated realistic expectations of one another. While the reality of differing organizational cultures remains, Alliance members are better able to negotiate their differences and find solutions to institutional barriers.

5. **Creating a Learning Organization:** The Faculty Alliance has developed as a learning organization. Leaders did not start with a rigid model of faculty development or institutional collaboration. Rather, they took a highly experimental approach and proceeded incrementally. Decisions were made and issues dealt with as they emerged. In this manner the group evolved its own distinctive way of operating. Individuals at all levels are free to identify issues that need attention from the group. Also, there is a great emphasis on teams learning from one another by sharing their successes and failures.

6. **Faculty Teams:** The decision to "start with the faculty" has been decisive in building a strong and vibrant Faculty Alliance. The Alliance is a model of long term, self-sustaining faculty development rooted in the activities of the discipline teams. The Faculty Alliance has developed an organizational structure and culture that promotes the involvement and creativity of all its members. All the faculty members that we interviewed—university, community college, and high school—report that team relationships are characterized by trust and respect. It is difficult to overemphasize the importance of these bonds. They facilitate communication, deepen commitment and promote creative problem-solving by opening up the wisdom inherent in the groups. The bonds of trust and respect have sustained the faculty teams as they have crossed institutional boundaries and drawn in colleagues from all levels of the educational system. This has produced a group of faculty strongly invested in the systemic reform of the educational system and capable of acting as a vital resource in the life of their city.

A NOTE ON METHOD

Research for this case study was conducted during the 1996-1997 academic year. Twenty-eight members of the Faculty Alliance representing each of the discipline teams were interviewed. Interviews were also conducted with the codirectors, the director of the Newark Educational Partnership, and key staff and administrators from each of the participating institutions. Focus group interviews were conducted with college students who served as mentors and tutors, as well as high school students who participated in Alliance programs. We observed two plenary sessions, as well as selected team meetings and program activities. We also reviewed all available Alliance reports and documents. All interviews were audiotaped, transcribed, and coded.

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